

# THE LIST

## Part B Compliance: **OCTOBER 2015**

☐ October is **DISABILITY AWARENESS MONTH**. Plan activities to raise awareness in your school. DESE has developed a resource to assist LEAs to plan activities to raise awareness. A resource titled *Disability History and Awareness: A Resource Guide for Missouri* is available on the DESE webpage.

☐ **MAP-A** fall testing window for ELA and math runs from November 5 – December 17, 2015 for grades 3-8 and grade 11. Remember the DLM is also available during this window for district-wide testing in grades 9, 10, and 12 in these subjects. Also note the Science Field Test for all grade levels runs between November 9 and December 2, 2015. Please contact Drew Linkon at 573-751-8285 (Assessment Section) or Tiffani Muessig at 573-751-0185 (Effective Practices) if you have questions about MAP-A or the DLM.

☐ Be aware of the **CHANGES TO ACT TESTING** procedures. The Assessment Section notified us of these being finalized just this week. The change is described as follows:

*ACT finalized our accommodations and embedded accessibility features for ACT online. Spring 2016 State and District examinees with disabilities will have the opportunity to test online with extended time and use of an answer eliminator, answer masking, browser zoom, keyboard navigation, line reader and/or magnifier, as well as other computer-based testing accommodations for the ACT online. All requests for extended time must be submitted in the Test Accessibility and Accommodations System (TAA) by applicable deadlines and must be approved by ACT in order to result in a college reportable score.*

**NOTE THAT THIS CHANGE WILL REQUIRE UPDATES TO MODEL FORM D** for documenting the decisions regarding the administration of the ACT for all 11<sup>th</sup> grade students. Previously, the online version of the ACT did not allow for the use of accommodations. Model Form D is being vetted and we anticipate the updated form will be posted by the end of October. We appreciate your flexibility as we navigate these new required state-wide assessments.

ACT posted a webinar about accommodations on October 12, 2015 and will provide a Q&A session about ACT accommodations in mid-December. Remember that requests for accommodations are DUE no later than January 22, 2016. Refer to the ACT page on the Assessment Section webpage for more information and resources about this test.

☐ Staff assignments and caseload information must be reported in **CORE DATA** during the October 15 cycle. It is important to be sure that the information submitted is an accurate reflection of what is occurring in your LEA. This information is the basis of determining HQT status. The following information should be helpful in determining

☐ Be aware that Special Education Finance is also offering **FISCAL MONITORING TRAININGS** around the state during October. This training is designed for Cohort 2 LEAs to assist with the SPED Finance self-assessment. Contact Leslie Turpin at 573-751-7022 if you have questions.

☐ Several LEAs still have not submitted their Certification Statement for the **LOCAL COMPLIANCE PLAN** which must be updated to match the Revised Missouri State Plan for Special Education. Note that local decisions must be made regarding whether to use the YCDD eligibility category for children ages 3-5 and how to provide materials in accessible formats. The Local Compliance Plan must be approved by the LEA's board and the submitted to the Department no later than 11/1/15. Contact Sandy Kliethermes at 573-751-3520 for questions and refer to the guidance at: <http://dese.mo.gov/special-education/compliance/local-compliance-plan>

☐ We have had numerous questions regarding the use of “will pursue” in a **MEASUREABLE POST-SECONDARY GOAL** after the presentations at the MO-CASE Conference. The verb “will pursue” by itself is NOT measureable; there must be additional information to clarify what “will pursue” will look like. For example, *I, Student, will pursue college after graduation from high school by completing an enrollment packet* – this is a measureable post-secondary goal as it is clear how a person can know if the student “pursued” college. Please contact your Compliance Consultant or Supervisor if you have questions.

☐ The other frequently asked question resulting from the presentations at the MO-CASE Conference relates to the required observations for the eligibility categories of ED, AU, and SLD. Just to be clear, when a reevaluation is conducted for a student identified in the areas of SLD, ED or Autism, there must be an observation conducted of that student (State Plan Regulation III – Identification and Evaluation, pages 20, 21, and 38) in order to determine that the student continues to be a student with a disability under one of those categories. This observation can be conducted through prior routine classroom observations but must be documented on the RED. It would be appropriate to document these types of observations under the Academic Achievement, Social/Emotional/Behavioral, or Language sections of the RED depending upon the particular requirements for each of the eligibility categories (see indicators 600.10.b, 800.20.a, or 1400.30) If a reevaluation with assessment is conducted, be sure to include the observation data from the RED if another classroom observation was not conducted as an additional assessment during the reevaluation.

☐ **COHORT 1** LEAs should be developing their Plans for Correction for identified noncompliance. These plans are due in IMACS by November 1. Visit with your Compliance Supervisor or Consultant if you have questions or need assistance.

☐ **COHORT 2** LEAs should be attending the Self-Assessment Trainings. IMACS will be “live” at the end of the month or the beginning of November – be watching for email notification. Be making plans for conducting the self-assessment file reviews which are due in IMACS no later than February 1, 2016. Also be collecting data on all initial evaluations and Part C to Part B transitions completed between July 1, 2015 and April 30, 2016.

☐ **COHORT 3** LEAs should be planning for professional development to maintain compliance and improve outcomes for students with disabilities. TOPs Training is strongly encouraged!